



# **Integrated quality and enhancement review**

**Summative review**

**East Surrey College**

**May 2012**

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## **Preface**

The mission of the Quality Assurance Agency for Higher Education (QAA) is to safeguard the public interest in sound standards of higher education qualifications and to inform and encourage continual improvement in the management of the quality of higher education. As part of this mission, QAA undertakes reviews of higher education provision delivered in further education colleges. This process is known as Integrated quality and enhancement review (IQER).

## **Purpose of IQER**

Higher education programmes delivered by further education colleges (colleges) lead to awards made by higher education institutions or Edexcel. The awarding bodies retain ultimate responsibility for maintaining the academic standards of their awards and assuring the quality of the students' learning opportunities. The purpose of IQER is, therefore, to safeguard the public interest in the academic standards and quality of higher education delivered in colleges. It achieves this by providing objective and independent information about the way in which colleges discharge their responsibilities within the context of their partnership agreements with awarding bodies. IQER focuses on three core themes: academic standards, quality of learning opportunities and public information.

## **The IQER process**

IQER is a peer review process. It is divided into two complementary stages: Developmental engagement and Summative review. In accordance with the published method, colleges with less than 100 full-time equivalent students funded by the Higher Education Funding Council for England (HEFCE), may elect not to take part in Developmental engagements, but all HEFCE-funded colleges will take part in Summative review.

## **Developmental engagement**

Developmental engagements explore in an open and collegial way the challenges colleges face in specific areas of higher education provision. Each college's first, and often their only, Developmental engagement focuses on student assessment.

The main elements of a Developmental engagement are:

- a self-evaluation by the college
- an optional written submission by the student body
- a preparatory meeting between the college and the IQER coordinator several weeks before the Developmental engagement visit
- the Developmental engagement visit, which normally lasts two days
- the evaluation of the extent to which the college manages effectively its responsibilities for the delivery of academic standards and the quality of its higher education provision, plus the arrangements for assuring the accuracy and completeness of public information it is responsible for publishing about its higher education
- the production of a written report of the team's findings.

To promote a collegial approach, Developmental engagement teams include up to two members of staff from the further education college under review. They are known as nominees for this process.

## Summative review

Summative review addresses all aspects of a college's HEFCE-funded higher education provision and provides judgements on the management and delivery of this provision against core themes one and two, and a conclusion against core theme three.

Summative review shares the main elements of Developmental engagement described above. Summative review teams however, are composed of the IQER coordinator and QAA reviewers. They do not include nominees.

## Evidence

In order to obtain evidence for the review, IQER teams carry out a number of activities, including:

- reviewing the college's self-evaluation and its internal procedures and documents
- reviewing the optional written submission from students
- asking questions of relevant staff
- talking to students about their experiences.

IQER teams' expectations of colleges are guided by a nationally agreed set of reference points, known as the Academic Infrastructure. These are published by QAA and consist of:

- *The framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ)*, which includes descriptions of different higher education qualifications
- the *Code of practice for the assurance of academic quality and standards in higher education (Code of practice)*
- subject benchmark statements, which describe the characteristics of degrees in different subjects
- guidelines for preparing programme specifications, which are descriptions of what is on offer to students in individual programmes of study
- award benchmark statements which describe the generic characteristics of an award, for example Foundation Degrees.

In addition, Developmental engagement teams gather evidence by focusing on particular aspects of the theme under review. These are known as 'lines of enquiry'.

## Outcomes of IQER

Each Developmental engagement and Summative review results in a written report:

- Developmental engagement reports set out good practice and recommendations and implications for the college and its awarding bodies, but do not contain judgements. Recommendations will be at one of three levels - **essential**, **advisable** and **desirable**. To promote an open and collegial approach to Developmental engagements, the reports are not published.
- Summative review reports identify good practice and contain judgements about whether the college is discharging its responsibilities effectively against core themes one and two above. The judgements are **confidence**, **limited confidence** or **no confidence**. There is no judgement for the third core theme, instead the report will provide evaluation and a conclusion. Summative review reports are published. Differentiated judgements can be made where a team judges a college's

management of the standards and/or quality of the awards made by one awarding body to be different from those made by another.

Colleges are required to develop an action plan to address any recommendations arising from IQER. Progress against these action plans is monitored by QAA in conjunction with HEFCE and/or the college's awarding body/ies as appropriate. The college's action plan in response to the conclusions of the Summative review will be published as part of the report.

## Executive summary

### The Summative review of East Surrey College carried out in May 2012

As a result of its investigations, the Summative review team (the team) considers that there can be **confidence** in the College's management of its responsibilities, as set out in its partnership agreements, for the standards of the awards it offers on behalf of its awarding bodies. The team also considers that there can be **confidence** in the College's management of its responsibilities, as set out in its partnership agreements, for the quality of learning opportunities it offers. The team considers that reliance **can** be placed on the accuracy and completeness of the information that the College is responsible for publishing about itself and the programmes it delivers.

### Good practice

The team has identified the following **good practice** for dissemination:

- the provision of a comprehensive system of support which addresses the needs of all higher education students
- the many opportunities for students to provide feedback on their learning experiences and the timeliness of actions by the College in response to students' views
- the many opportunities provided by the College and employers which enable students to acquire and demonstrate work-related skills and enhance their employability.

### Recommendations

The team has also identified two recommendations for the enhancement of the higher education provision.

The team considers that it would be **desirable** for the College to:

- review the procedures for the observation of teaching and learning to incorporate themes which are specific to higher education delivery
- implement an induction and mentoring programme for staff new to teaching in higher education with a specific focus on the requirements of higher level teaching.

## A Introduction and context

1 This report presents the findings of the Summative review of higher education funded by the Higher Education Funding Council for England (HEFCE) conducted at East Surrey College (the College). The purpose of the review is to provide public information about how the College discharges its responsibilities for the management and delivery of academic standards and the quality of learning opportunities available to students. The review applies to programmes which the College delivers on behalf of Edexcel and the University of Brighton. The review was carried out by Mr Jonathan Baker, Dr Gillian Blunden (reviewers) and Dr Judith Foreman (coordinator).

2 The Summative review team (the team) conducted the review in agreement with the College and in accordance with *The handbook for Integrated Quality and Enhancement Review* (the handbook), published by QAA. The review was conducted by a desk-based study. Evidence in support of the Summative review included documentation supplied by the College and its awarding bodies, telephone discussion with the College review facilitator and meetings with students. In particular, the team drew on the findings and recommendations of the Developmental engagement in assessment. A summary of findings from this Developmental engagement is provided in Section C of this report. The review also considered the College's use of the Academic Infrastructure, developed by QAA on behalf of higher education providers, with reference to the *Code of practice*, subject and award benchmark statements, the FHEQ, and programme specifications.

3 In order to help HEFCE to gain information to assist with the assessment of the impact of Foundation Degree awards, Section D of this report summarises details of the Foundation Degree programmes delivered at the College.

4 East Surrey College is a medium-sized, general further education college situated near Redhill town centre. It attracts students from across Surrey, South London and Sussex. The College lies at the heart of the Gatwick Diamond business innovation area and together with the University of Brighton and Central Sussex College plays a key educational role in the Gatwick Diamond Inspire group, which aims to develop higher education strategy and provide opportunities to meet business higher level skills needs in the area. In addition to catering for full-time and part-time students working towards approved qualifications, it offers local employers the opportunity to enhance the skills of their workforce. All higher education programmes are offered at the College's Gatton Point campus.

5 The College's mission, as stated in its Strategic Plan for 2011-13, is to provide 'inspirational, high quality education and training which meets the needs of individuals, employers and our local community'. Key aims of the College's Higher Education Strategy are to be recognised by all its stakeholders as the area's outstanding provider of vocational education and training at this level; to raise the profile of higher education as a viable progression route for local young people and adults, widening participation levels; and to provide an environment that enables students and higher education to flourish, promoting the wider benefits of higher level study alongside the gaining of a qualification. The College currently offers two Foundation Degrees which are awarded by the University of Brighton, delivered as part of a consortium of four centres. All higher national qualifications are validated by Edexcel. In the academic year 2011-12, some 8,000 students enrolled in the College. Approximately 130 are following higher education programmes funded by HEFCE. This amounts to just over 108 full-time equivalents (FTEs), with 82 students studying full-time. The higher education programmes are taught by 28 members of staff, most of whom also deliver further education courses.

## Integrated quality and enhancement review

The College offers the following higher education programmes in conjunction with Edexcel and the University of Brighton. Full-time equivalent student numbers are shown in brackets.

### Edexcel

- HNC Construction (part-time) (17)
- HND Graphic Design and Illustration (full-time) (18)
- HND Music Production (full-time) (25)
- HND Photography (15)

### University of Brighton

- FdA Business (full and part-time) (24)
- FdA Early Years, Care and Education (part-time) (9.3)

## Partnership agreements with the awarding bodies

6 The College works in collaboration with two awarding bodies in the delivery and assurance of its higher education courses. There is a partnership agreement with the University of Brighton, and the College is an Edexcel approved centre. The responsibilities for managing and delivering higher education standards are clearly identified in the memoranda of cooperation with the University and the approval documents with Edexcel. Separate annexes to the memoranda define the specific responsibilities of the University and the College in relation to assessment, student support and services. The College is responsible for delivering the programmes, the provision of learning resources and welfare, and careers support. Assessment processes are shared between the College and the University. Overarching University assessment and academic regulations provide the framework within which University courses are managed within the College. The College is responsible for the delivery and assessment of Edexcel programmes in line with programme specifications and academic regulations provided by the awarding body.

## Recent developments in higher education at the College

7 The College completed the final stage of a major capital building programme in January 2011, resulting in enhanced facilities for higher education students including a dedicated space in the Learning Resources Centre. Following a recent successful bid for additional student numbers, the College is intending to offer a new full-time Higher National Diploma Business and a Foundation Degree in travel and tourism management from September 2012. Part-time higher national awards in photography, fine art, computing, engineering and vehicle operation management will also be introduced. A Foundation Degree in aviation operations management is planned for 2013-14.

## Students' contribution to the review, including the written submission

8 Students studying on higher education programmes at the College were invited to present a submission to the team. A written submission was presented. This was developed by means of questions used in focus groups with a sample of students. The findings were analysed and written up by a member of the College's student services staff who acted as the coordinator of the process. The key matters include opportunities for student feedback, teaching and learning processes, learning resources, published information about the College, assessment, and students' experiences of the support they receive.

The Coordinator also met full and part-time students at the preparatory meeting. The written submission and the meeting with students were helpful to the team.

## **B Evaluation of the management of HEFCE-funded higher education**

### **Core theme 1: Academic standards**

#### **How are responsibilities for managing and delivering higher education standards delegated within the management structure and what reporting arrangements are in place?**

9 There is an effective management reporting structure for higher education. The Vice Principal (Curriculum and Standards) has responsibility for the strategic management of the College's higher education programmes and is supported in this role by the Higher Education Coordinator, who works with programme teams and liaises with the awarding bodies. Higher education matters are reported by the Vice Principal to the College Directorate and to the Board of Governors.

10 The Higher Education Steering Group, chaired by the Vice Principal, meets monthly and has devolved responsibility for implementation of the higher education strategy and operational management of higher educational activities. The Steering Group receives reports from Higher Education Review Boards held four times a year and feeds into termly Quality and Performance Reviews of the College's higher education programmes, which include the Principal and Governor representation.

11 Within the College's reporting structure, higher education programmes are managed operationally by programme leaders reporting to their head of department. Each programme team is responsible for the planning, delivery, assessment and review of their programmes including production of an annual programme report. Coordination and consistency in higher education programme management necessary to secure academic standards across the College is aided through the work of the Higher Education Coordinator. Programme teams on the Foundation Degrees also work directly with the programme leaders of the University.

12 The College has a strong partnership with its awarding bodies which enables it to achieve and maintain academic standards. Clear guidelines from the awarding body set out mutual responsibilities for the development and quality management of awards and the implementation of academic regulations and processes. The arrangements made by the College with its awarding bodies to implement the requirements contained in partnership agreements are coherent and provide effective oversight of higher education.

#### **What account is taken of the Academic Infrastructure?**

13 Higher education programmes are approved and validated within the relevant awarding bodies' quality frameworks which are mapped to the Academic Infrastructure. Programme specifications are mapped to the FHEQ, and the *Code of practice* informs the programmes in terms of design, assessment practice, information and guidance, and work-based learning. The Foundation Degrees align with the *Foundation Degree qualification benchmark* and demonstrate the centrality of work-based and work-related learning in course content and in approaches to teaching and learning. The Higher Education Coordinator ensures that College staff are briefed about developments in the

Academic Infrastructure and provides support to teams involved in new programme development to ensure they effectively engage with its components.

14 Following the Developmental engagement the College developed a Higher Education Assessment and Appeals Policy aligned to the *Code of practice, Section 6: Assessment of students*, and ensures that all programmes have a published assessment schedule. The Policy is being used successfully to bring clarity to students and staff on assessment deadlines and penalties for late submission, and promoting equity in assessment expectations across all programmes.

**How does the College assure itself that it is fulfilling its obligations to ensure that the standards of higher education provision meet the requirements of validating partners and awarding bodies?**

15 All programmes are subject to rigorous approval and validation processes managed by the awarding bodies. Following approval a range of quality assurance processes assures the College that it discharges its responsibilities effectively. These include regular meetings with awarding body representatives, the external examining process and the operation of examination boards and committees.

16 Each programme prepares an annual monitoring report. The reports are evaluative and draw on module leader reports, performance data, analysis of student feedback and external examiners' comments, to produce clearly articulated action plans. Annual monitoring reports are submitted to heads of department and the College Quality Standards Coordinator and contribute to the production of departmental self-assessment reports. Monitoring of action plans is undertaken by heads of department at the mid-year Higher Education Review Board and in Quality and Performance reviews. The Foundation Degree annual monitoring reports are also submitted to the relevant University school manager and considered at the Higher Education Quality and Standards Committee, leading to Quality Improvement Plans for each programme. Since the Developmental engagement, considerable progress has been made in liaison with the University in allowing external examiners to make clear reference to specific colleges in their reports where a programme is delivered at more than one partner institution.

17 The College has strong links with the relevant faculties at the University. Academic link tutors appointed from the University liaise with the College at programme level and ensure that staff and students are aware of awarding body regulation, policies and quality assurance procedures, and that processes to meet the requirements of the partnership agreements are implemented. University representatives attend the Course Boards held at the College and minutes of these boards go forward to the Programme Boards at the University.

**What are the College's arrangements for staff development to support the achievement of appropriate academic standards?**

18 The management and delivery of staff development involves an effective combination of College, partner and staff-directed activities. Arrangements for staff development are set out in the Continuing Professional Development Policy. Development needs for individual staff are identified through annual appraisal. This process is informed by reference to annual monitoring reports and action plans, and teaching observation. In addition, the identification of specific needs may arise as part of the annual strategic planning process and in response to external factors such as policy changes and developments in the Academic Infrastructure. All staff are required to participate in the College's Commercial Up-Skilling programme of industry placements to ensure vocational

skills and knowledge are kept up to date. Staff development records are maintained systematically.

19 Collaborative working with the University and with Guildford College makes an important contribution to the enhancement of academic standards. A collaborative venture with Eastleigh College is currently underway to develop an electronic repository and Skype facility to share best practice between the colleges. The suitability of staff qualifications and experience are subject to approval at validation on University awards and subsequently monitored in the context of periodic review. Staff new to teaching on higher education programmes are supported by the Higher Education Coordinator.

**The team concludes that it has confidence in the College's management of its responsibilities as set out in its partnership agreements for the management and delivery of the standards of the awards it offers on behalf of its awarding bodies.**

## **Core theme 2: Quality of learning opportunities**

### **How are responsibilities for managing the quality of learning opportunities for higher education programmes delegated within the management structure and what reporting arrangements are in place?**

20 The College's management structure is outlined in paragraphs 9 to 12. Overall responsibility for managing the quality of learning opportunities lies with the Vice Principal (Curriculum and Standards) in liaison with the Higher Education Coordinator and the heads of department. Responsibilities and reporting mechanisms are clear and effective.

### **How does the College assure itself that it is fulfilling its obligations to its awarding bodies to ensure that students receive appropriate learning opportunities?**

21 The processes by which the College assures itself that it is fulfilling its responsibilities are explained in paragraphs 16 to 17. The College's agreement with the University includes reference to mutual responsibilities for the provision of learning opportunities. Provision of learning opportunities is explored as part of the approval and validation process. The College takes part in periodic reviews with the University and the quality of learning opportunities is monitored through annual programme reviews, Higher Education Review Boards which meet regularly during the year, and in the context of termly Quality and Performance Reviews.

### **What account is taken of the Academic Infrastructure?**

22 The College's understanding and use of the Academic Infrastructure to support the quality of learning opportunities is tested through programme approval, validation and review processes with the awarding bodies. Continuous professional development is made available to staff to keep them abreast of the Academic Infrastructure and how this relates to their role, and there are links to QAA documentation on the College intranet. Further staff development is planned in line with the new UK Quality Code for Higher Education (the Quality Code) and a higher education quality manual, mapped to the Quality Code, will be available for 2012-13.

### **How does the College assure itself that the quality of teaching and learning is being maintained and enhanced?**

23 The College has an effective and comprehensive process for assuring itself that the quality of teaching and learning is being maintained and enhanced. This comprises staff appraisal, the observation of teaching and learning, annual programme review, and continuous professional development. Students appreciate the quality of teaching and the contribution made by the high level of industrial experience among staff to their learning experience.

24 There is a well developed system of regular graded teaching observations undertaken by heads of department and higher education staff, as well as ungraded peer observation. Examples of completed teaching and learning observation records indicate that recording is thorough and consistent, with many observations graded outstanding and good. However, the criteria contained in the template align more closely to the needs of further education rather than higher level study. It is desirable that the College reviews the procedures for the observation of teaching and learning to incorporate themes which are specific to higher education delivery.

25 The College has a standard induction process for all new members of staff which does not differentiate between those involved in further or higher education. As more members of staff become involved in higher education teaching as the provision expands, it is desirable that the College implements an induction and mentoring programme for staff new to teaching in higher education with a specific focus on the requirements of higher level teaching.

### **How does the College assure itself that students are supported effectively?**

26 Support for students, including pre-entry and on-programme, is thorough and addresses a wide range of needs. There is effective liaison between the teaching teams, the Learning Resource Centre and other student services, and a clearly articulated structure for accessing support for students with additional learning needs.

27 There is a strong system of individual tutorial support. Academic guidance is offered by programme leaders and members of the teaching teams and the Learning Resource Centre offers drop-in study skills sessions. Progression and careers guidance is provided at interview and is built into the programme design of most higher education awards. Teaching staff have relevant industry experience and offer continuing careers and progression advice. There is a specialist Careers Adviser in the student services area, and the College appointed a Higher Education Adviser in 2011 to assist with the provision of financial advice and guidance on progression at levels 4 and 5. Following the Developmental engagement the College has introduced a bespoke Learning Resource Centre higher education induction which has improved students' access to, and use of, resources. The provision of a comprehensive system of support which addresses the needs of all higher education students represents good practice.

28 The College places importance on the achievement of representative, reliable and informed student feedback. Students' views about their support are solicited in a variety of ways including surveys, module evaluations, focus groups and representation on the Higher Education Review Board (Student Voice and Resources) which meets twice a year and is chaired by the Higher Education Coordinator. On the Foundation Degrees students are represented on Course Boards which are attended by University representatives. Student feedback is used in annual programme monitoring and action planning. Students confirm that they have a range of opportunities to provide feedback on their

experiences and that changes are made in response to their views. The many opportunities for students to provide feedback on their learning experiences and the timeliness of actions by the College in response to students' views represent good practice.

### **What are the College's arrangements for staff development to maintain and enhance the quality of learning opportunities?**

29 The arrangements for the management of staff development are described in paragraphs 18 and 19. Staff teaching on higher education programmes are well qualified and some tutors combine teaching with relevant external professional practice. An annual programme of generic professional development sessions is aimed at further and higher education staff in the College, and there are opportunities to participate in events organised by the University and through collaboration with Guildford College. The Higher Education Coordinator provides briefings and organises events specific to higher education. Staff are supported and encouraged to undertake scholarly activity to develop their subject expertise.

### **How does the College ensure the sufficiency and accessibility of the learning resources the students need to achieve the intended learning outcomes for their programmes?**

30 The College completed the final stage of a major capital build programme in January 2011. The significant investment in buildings, resources and equipment has enhanced the learning facilities for both further and higher education students. The main campus at Gatton Point has a modern, commercial feel in both design and finishes, and includes a two-storey Learning Resource Centre with a dedicated higher education room, fully equipped with information technology resources. The accommodation is flexible, providing scope for dedicated higher education accommodation within the campus. Students were consulted at appropriate stages of development, and this has contributed to the overall success of the design and space utilisation.

31 Resources for higher education programmes are reviewed and determined through the annual business planning process. The suitability and accessibility of learning resources are scrutinised during the validation process and reviewed subsequently through awarding body and College monitoring processes. The College makes effective use of a virtual learning environment, as well as e-books and journals, to ensure accessibility and to support teaching and learning. Full and part-time students report very positively on the availability of resources to support their studies.

32 The Principal and Higher Education Coordinator are members of the Gatwick Diamond Inspire Group. The Principal is also on the Gatwick Diamond Steering Group and the Coast 2 Capital Local Enterprise Partnership Enterprise Forum. These activities ensure regular contact with employers and contribute to the development and currency of the higher education curriculum.

33 At programme level there are many good examples of links with employers and work-related activities to support students' learning. The employment of well qualified industrially experienced staff and the use of industrial competitions as the basis of assessment tasks were identified as good practice in the Developmental engagement. This also applies to the provision of a broad range of work-related learning opportunities through, for example, employer contributions to teaching, live briefs, project activities, and feedback on student performance. The many opportunities provided by the College and employers which enable students to acquire and demonstrate work-related skills and enhance their employability is good practice.

**The team concludes that it has confidence in the College's management of its responsibilities for the quality of the learning opportunities as required by the awarding bodies to enable students to achieve the intended learning outcomes.**

### **Core theme 3: Public information**

#### **What information is the College responsible for publishing about its HEFCE-funded higher education?**

34 The College produces a range of information and publicity materials relating to its higher education portfolio in general, and to specific programmes, which is available online and in print. Materials include an attractive and informative higher education prospectus with images provided by the College's higher education photography students. A specific marketing publication has been developed in partnership with the University of Brighton and Central Sussex College aimed at employers in the Gatwick Diamond Inspire group geographical area to promote higher education take-up. Programme leaflets are written by programme leaders in accordance with the College marketing template, in consultation with the Higher Education Coordinator. Responsibilities for the production of information and publicity information are assigned and delegated through the College's line management functions.

35 The website provides user-friendly information for prospective students. This includes guidance on student support and financial matters. The Higher Education Prospectus is available for download.

36 On Foundation Degrees the University provides programme specifications, programme handbooks, module descriptors and assignment briefs with some adaptations permitted to reflect college-specific situations. On higher national awards the programme handbooks and assignment briefs are written by programme staff. Programme specifications for University awards are available for download from the College website.

#### **What arrangements does the College have in place to assure the accuracy and completeness of information the College has responsibility for publishing? How does the College know that these arrangements are effective?**

37 The College has an effective internal system for monitoring and ensuring the accuracy and completeness of the information for which it is responsible. Materials which are created or updated by programme leaders are checked by heads of department and the Higher Education Coordinator and/or the Marketing Manager. The partnership agreement with the University does not specify the role of the University in checking marketing and other information.

38 Students consider the prospectus and website to be accurate, informative and easy to understand. Students are also very appreciative of the wide range of information made available to them through the virtual learning environment.

**The team considers that reliance can be placed on the accuracy and completeness of the information that the College is responsible for publishing about itself and the programmes it delivers.**

## C Summary of findings from the Developmental engagement in assessment

39 The Developmental engagement in assessment took place in October 2010. The lines of enquiry, agreed with the College in advance, were as follows.

**Line of enquiry 1:** How does the College use assignment feedback on students' assessed work to enhance achievement and encourage independent learning?

**Line of enquiry 2:** How do assessment methods and College resources facilitate completion of assignments and enhance the quality of learning opportunities?

**Line of enquiry 3:** How is information concerning assessment made clear to students prior to and during their course of study, and how is it used to promote high retention rates?

40 The Developmental engagement team identified several areas of good practice, such as the appointment of a Higher Education Coordinator to manage higher education programmes and the effective use of well qualified industrially experienced staff, which contribute significantly to the quality of the assessment processes. The College also makes effective use of the new building project to provide live briefs for students and it participates in industrial competitions to emphasise links between theory and practice and raise aspirations. There is also a responsive approach to student feedback and suggestions for improving the quality of assessment briefs which enhances students' learning opportunities.

41 The team also made several recommendations. The team considered it desirable that the College should continue the development of the Higher Education Assessment Policy and Guidelines for staff and students, including the publication of assessment schedules. It was also considered desirable that the College should work with the awarding body and other colleges within the Foundation Degree consortium to request that external examiners have the opportunity in their reports to identify the individual college whose work is the subject of a specific comment. The College should also consider tailoring the Learning Resources Centre induction more specifically towards the needs of higher education students, modify the opening hours and borrowing strategy to cater more fully for the needs of part-time students, and continue to develop the virtual learning environment to ensure consistency in the dissemination of assessment information across programmes.

## D Foundation Degrees

42 The College currently offers two Foundation Degrees: FdA Business and FdA Early Years Care and Education. While the former has been running for three years, delivered as part of a consortium partnership of four centres, the Early Years Care and Education programme commenced in 2011. Some 33 full-time equivalent students are enrolled on these two awards, representing a little under one-third of all higher education students. The College draws its HEFCE funding for the FdA Business programme from Guildford College, through a franchised arrangement, while the Early Years Care and Education programme has co-funded HEFCE places from the University of Brighton's Centre for Work and Learning. The College is reviewing its portfolio of Foundation Degree programmes with a view to extending the provision. A new Foundation Degree in Travel and Tourism Management will commence in 2012-13 and the College is developing, jointly with the University of Brighton, a new Foundation Degree in Aviation Operations Management for delivery from 2013-14. This will seek to capitalise on the College's geographical proximity to Gatwick Airport and its employer links, providing progression for its existing level 3 National Diploma in Aviation Operations.

43 All of the items of good practice and recommendations referred to in paragraphs 45 to 47 apply equally to the Foundation Degree provision.

## E Conclusions and summary of judgements

44 The Summative review team has identified a number of features of good practice in East Surrey College's management of its responsibilities for academic standards and for the quality of learning opportunities of the awards the College offers on behalf of its awarding bodies. This was based upon a desk-based study, discussion with students and scrutiny of evidence provided by the College and its awarding bodies Edexcel and the University of Brighton.

45 In the course of the review, the team identified the following areas of **good practice**:

- the provision of a comprehensive system of support which addresses the needs of all higher education students (paragraph 27)
- the many opportunities for students to provide feedback on their learning experiences and the timeliness of actions by the College in response to students' views (paragraph 28)
- the many opportunities provided by the College and employers which enable students to acquire and demonstrate work-related skills and enhance their employability (paragraph 33).

46 The team also makes some recommendations for consideration by the College and its awarding bodies.

47 The team considers that it is **desirable** for the College to:

- review the procedures for the observation of teaching and learning to incorporate themes which are specific to higher education delivery (paragraph 24)
- implement an induction and mentoring programme for staff new to teaching in higher education with a specific focus on the requirements of higher level teaching (paragraph 25).

48 Based upon its analysis of the College's self-evaluation, other documentary evidence and from its meetings with staff and students, the team concludes that it has **confidence** that, in the context of this Summative review, the College discharges its responsibilities effectively, as set out in the relevant partnership agreement for the management of the standards of the awards of its awarding bodies.

49 Based upon its analysis of the College's self-evaluation, other documentary evidence and from its meetings with staff and students, the team concludes that it has **confidence** that, in the context of this Summative review, the College discharges its responsibilities effectively, as set out in the relevant partnership agreement for the management of the quality of learning opportunities to enable students to achieve the intended learning outcomes.

50 Based upon its analysis of the College's self-evaluation, other documentary evidence and from its meetings with staff and students, the team concludes that, in the context of this Summative review, reliance **can** be placed on the accuracy and completeness of the information that the College is responsible for publishing about itself and the programmes it delivers.

**East Surrey College action plan relating to the Summative review: May 2012**

| Good practice  | Action to be taken  | Target date    | Action by  | Success indicators  | Reported to  | Evaluation   |
|--|---|----------------|--|---|--|--|
| <p>In the course of the Summative review the team identified the following areas of <b>good practice</b> that are worthy of wider dissemination within the College:</p>        |   |                |  |   |  |  |
| <ul style="list-style-type: none"> <li>the provision of a comprehensive system of support which addresses the needs of all higher education students (paragraph 27)</li> </ul> | <p>Cross-college support and monitoring of virtual learning environment development and usage</p> <p>Continued funding, support and development of Higher Education Adviser in Client Services</p> <p>Ongoing tutorial and pastoral support (including careers input)</p> | <p>Ongoing</p> | <p>Head of Higher Education/Quality &amp; Standards Coordinator</p> <p>Higher Education Adviser's Line Manager/Head of Higher Education</p> <p>Course leaders in conjunction with Programme Managers</p> | <p>Continuous improvement in higher education virtual learning environment audits</p> <p>Positive feedback in Higher Education Review Board (Student Voice &amp; Resources)</p> <p>Positive feedback in Higher Education Review Board (Student Voice &amp; Resources) and in on-programme surveys</p> | <p>Deputy Principal</p> <p>Deputy Principal</p> <p>Head of Higher Education /Quality and Standards Coordinator</p> | <p>Higher Education Performance Reviews (termly in 2012-13), and 2013-14 higher education self-evaluation</p> <p>Appraisal; Directorate reporting on uptake and impact of support</p> <p>Higher Education Course Reviews (July 2013), and 2012-13 higher education self-evaluation</p> |

|  |  |                     |   |   |                                 |  |
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| <ul style="list-style-type: none"> <li>the many opportunities for students to provide feedback on their learning experiences and the timeliness of actions by the College in response to students' views (paragraph 28)</li> </ul> | Higher Education Review Board (Student Voice and Resources) format to be trialled in further education as well as higher education | From September 2012 | Deputy Principal  | More useful feedback from further education student voice meetings                        | Principal/Directorate           | College Self-Assessment Report, Directorate report   |
|  | Higher Education Review Board (Student Voice and Resources) to continue in 2012-13, encompassing new higher education provision    | From December 2012  | Head of Higher Education and Course Teams                     | Successful integration of new higher education provision into Board                       | Higher Education Steering Group | Higher education self-evaluation 2013-14 and higher education Performance Reviews (termly) |
|  | Student representation to be piloted on Higher Education Steering Group and Higher Education Review Board (Externals) in 2012-13   | From September 2012 | Head of Higher Education in conjunction with Deputy Principal | Greater transparency and student involvement in higher education development              | Principal/Directorate           | Higher Education Performance Reviews (termly)  |
|  | Semesterised Course Boards to be established on Higher Nationals as well as Foundation Degrees                                     | From February 2013  | Higher Education Course Leaders                               | Formal course level higher education student feedback to feed into HNC/HND course reviews | Head of Higher Education        | Higher Education Course Reviews (July 2013)  |
|  | Appointment of a student governor  | From October        | Clerk to the Governors  | Appointment of higher education   | Principal                       | Committee and Corporation  |

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|   | drawn from HE-level programmes  | 2012  |  | student as active member of Governing Body  |   | minutes/<br>Governors' self-evaluation 2012-13  |
| <ul style="list-style-type: none"> <li>the many opportunities provided by the College and employers which enable students to acquire and demonstrate work-related skills and enhance their employability (paragraph 33).</li> </ul> | <p>Continued embedding of employability into programmes (including live and real-world assignment briefs)</p> <p>Proactive engagement with employers and employer-focused stakeholders (eg GDI Inspire)</p>       | From October 2012   | <p>Course Leaders and Course Teams</p> <p>Programme Managers, and Course Teams/Head of Higher Education</p>  | <p>Positive student and external examiner feedback</p> <p>Enhanced networking, placement and stakeholder engagement opportunities</p>                                 | <p>Head of Higher Education /Quality and Standards Coordinator</p> <p>Heads of Department/Directorate</p>                               | <p>Higher Education External Examiner Reports (June/July 2013)</p> <p>Course Reviews (July 2013) and Higher Education self-evaluation 2012-13</p> |
| <b>Desirable</b>  | <b>Action to be taken</b>   | <b>Target date</b>  | <b>Action by</b>   | <b>Success indicators</b>   | <b>Reported to</b>  | <b>Evaluation</b>   |
| The team considers that it is <b>desirable</b> for the College to:  |   |   |  |   |   |   |
| <ul style="list-style-type: none"> <li>review the procedures for the observation of teaching and learning to incorporate themes which are specific to higher education delivery (paragraph 24)</li> </ul>                           | <p>Redesign of observation of teaching and learning form as a result of meetings with stakeholder groups, and subsequent observer briefing</p> <p>Timetable specific higher education continuous professional</p> | <p>Needs to be in place for November 2013</p> <p>Already in place</p> | <p>Head of Teaching Development (in conjunction with Quality &amp; Standards Coordinator and Head of Higher Education)</p> <p>Head of Higher Education</p> | <p>Improved higher education focus on generic observation of teaching and learning form leading to improved development of higher education teaching and learning</p> | <p>Higher Education Steering Group/ Learning &amp; Quality Committee</p> <p>Head of Higher Education in conjunction with continuous</p> | <p>Observation of teaching and learning reporting/ higher education Performance Review</p> <p>Higher education self-evaluation 2013-14</p>        |

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|   | development activities   |                      |  | Referrals via higher education observation of teaching and learning form/attendance at events   | professional development staff  |   |
| <ul style="list-style-type: none"> <li>implement an induction and mentoring programme for staff new to teaching in higher education with a specific focus on the requirements of higher level teaching (paragraph 25).</li> </ul> | Develop a procedure for higher education mentoring drawing upon and adapting existing further education procedures | For September 2012   | Head of Higher Education and Head Responsible for Higher Education (in conjunction with Quality and Standards Coordinator, and Human Resources Department) | Integration of staff new to higher education into higher education teaching and learning practices  | Director of Human Resources     | Higher Education Self-Evaluation 2013-14, higher education staff appraisals July 2013 |
|   | Develop an online higher education induction resource for lecturers new to higher education                        | For September 2012   | Head of Higher Education and Head Responsible for Higher Education (in conjunction with Quality and Standards Coordinator, and Learning Resource Centre)   | Induction of staff new to higher education into higher education teaching and learning practices, and higher education culture and values | Higher Education Steering Group | Higher Education Self-Evaluation 2013-14, Higher Education Staff Appraisals July 2013 |
|   | Develop a higher education Quality Manual which creates  | For September 2012 - | Head of Higher Education and Quality and   | Positive feedback from curriculum staff about utility   | Higher Education Steering Group | Higher education Performance Review (termly)  |

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|  | a PDF of existing intranet material and supporting commentary | updated as soon as QAA changes allow | Standards Coordinator (linked to activity by Association of South East Colleges higher education in further education group) | of manual |  |  |
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